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ABSTRACT

An annotated, selective list of reading materials for children and instructional aids for parents, teachers, and librarians is presented in this digest. The 24 entries, many written by American Indians, are drawn from a variety of sources and deal with tribes from several regions. Many of the materials are intended to help American Indian children and parents gain a positive concept of themselves and their heritage and to promote among non-Indian children and educators a greater understanding and appreciation for the American Indian people and their culture. Each entry includes author, title, date, number of pages, source, and a brief annotation. Most entries are available in ERIC collections. (JHZ)

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AMERICAN INDIAN CHILDREN'S LITERATURE: AN UPDATE

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AMERICAN INDIAN EDUCATION

Digest — 1984

American Indian Children's Literature: An Update

What role does literature play in children's lives?

Literature informs and entertains; it also reflects the values of society and helps to instill those values in the reader. Children's literature participates in all of these functions but is planned for a particularly limited audience. Accepting that, it is imperative that those of us responsible for sharing books with children in our homes, in our schools, and in our libraries select with care the materials that acquaint these children with the world in which they live. Nowhere is that more true than for literature written for and about American Indian children.

What kinds of materials are found in this digest?

This digest presents an updated, selective list of reading materials for children, as well as a second list of instructional aids for parents, teachers, and librarians. The materials have been drawn from a variety of sources and include many written by American Indians.

Who should use these materials?

Many of the materials are intended to help American Indian children and parents to gain a self-concept of themselves and their heritage and to promote among non-Indian children and educators a greater understanding and appreciation for the American Indian people and their culture.

Books for Children

Bia, F.; And Others. (1982). **Our community - today and yesterday. Book one. Fourth grade Navajo billingual-bicultural social studies curriculum.** Rough Rock, AZ: Navajo Curriculum Center. 193 pp. ED 228 010

The community of Rough Rock illustrated with photographs and described in Navajo and English.

Brescia, B., & Reeves, C. (1982). **By the work of our hands: Choctaw material culture** and **Teacher's guide.** Philadelphia, MS: Mississippi Band of Choctaw Indians. 73 pp. and 53 pp. ED 226 921 and ED 226 920

A portion of Mississippi Choctaw culture is described with pictures illustrating the process by which some traditional Choctaw items are made.

Brewer, L.S. (1981). **O Wakaga activities for learning about the Plains Indians.** Seattle, WA: United Indians of All Tribes Foundation. 47 pp. ED 219 201

This student activity book teaches about Plains Indian cultures through a series of activities such as coloring, making a mobile, reading and preparing food.

Cohen, F.G., & Heaving, J. (1979 and 1981). **Tribal sovereignty: Indian tribes in U.S. history** and **Teacher's guide.** Seattle, WA: United Indians of All Tribes Foundation. 93 pp. and 14 pp. ED 195 369 and ED 219 202

This book examines the issue of tribal sovereignty from before the arrival of the white man on the North American continent to the present day.

Goldman, M. (1980). **The Pueblo revolt of 1680: A set of materials for classroom learning.** Santa Fe, NM: Locally developed learning materials. 95 pp. ED 209 007

This teaching unit on the Pueblo Revolt of 1680 presents student materials, a teacher's guide, and a play about the Pueblo Revolt.

Gray, M.A.: And Others. (1981). **Old beliefs = Taimaknaqtat.** Anchorage, AK: National Bilingual Materials Development Center. 89 pp. ED 229 177

Written in English and Upper Kobuk Inupiaq Eskimo, the booklet presents several examples of Eskimo "old beliefs" to be taught to younger people.

Jacobs, L. (1983). **Plant communities of Rough Rock.** Rough Rock, AZ: Navajo Curriculum Center. 26 pp. ED 228 001

A unit of study on plants grown in the Navajo community of Rough Rock, Arizona, is presented in sketches with a brief description of each.

Mathers, S.: And Others. (1979). **The Mamook book: Activities for learning about the northwest coast Indians.** Seattle, WA: United Indians of All Tribes Foundation. 38 pp. ED 214 720

A student activity book about the Northwest Coast tribes provides "to-do" activities such as reading, coloring, cutting out, and putting together.

Mathers, S.; And Others. (1981). **Our mother corn** and **Teacher's guide.** Seattle, WA: Indians of All Tribes Foundation. 144 pp. and 32 pp. ED 220 235 and ED 220 236

These materials were developed to provide and understanding of the magnitude of the role of corn, referred to as Mother Corn, in the cultures of the Seneca, Pawnee, and Hopi tribes.

Neal, C., & Tafoya, T. (1979). **Animal people: Teacher's guide** and **A coloring book.** Seattle, WA: United Indians of All Tribes Foundation. 45 pp. ED 212 249

These materials are designed to introduce the cultures of the Plateau area tribes and to provide pre- and primary school children an opportunity to develop fine muscle coordination as they color.

Pulu, T.L.; And Others. (1981). **Net Making = Kuvrinialiq.** Anchorage, AK: National Bilingual Materials Development Center. 38 pp. ED 229 178

The booklet describes and illustrates the skills necessary for the construction and hanging of the fishing nets used by Eskimos.

Remick, D., & Pulu, T.L. (1981). **Summer fish camp.** Anchorage, AK: National Bilingual Materials Development Center. 34 pp. ED 229 179

This booklet presents a description of, and illustrates with photographs the Eskimo lifestyle and the kinds of activities that occur at a summer fish camp on the Yukon River.

Aids for Parents, Teachers, and Librarians

Antell, L. (1981). **Indian education: Guidelines for evaluating textbooks from an American 'Indian perspective.** Denver, CO: Education Commission of the States. 32 pp. ED 209 051

To assist educators and publishers in developing an awareness of American Indian heritage and culture and contemporary issues facing American Indians, general guidelines and a rating scale have been compiled.

Ashby, V.R. (1981). **Foster grandparents teach Indian lore and language.** Children Today, Vol. 10, No. 3, pp. 16-17.

This article describes the Tulalip and Klallam Indian Tribal Centers where older tribespeople participate in a foster grandparent program teaching Indian folklore to preschool and junior-high-school-age children.

Blank, R. (1981). **What shall our children read? A selected bibliography of American Indian literature for young people. 28 pp. ED 214 695**

Serving as a guide for teachers and Native American Indian parents, the bibliography lists 178 titles representing a variety of American Indian and Alaska Native topics and literature from 1953 to 1980.

Brescia, B. (1981). **A'una ("Let's go").** Seattle, WA: United Indians of All Tribes Foundation. 61 pp. No. ED 220 234

The guide aids students in making their bodies a good home for their spirit and provides a variety of athletic activities and traditional Indian recipes for use in the classroom or in cultural programs.

Cunningham P.; And Others. (1981). **Native Americans in Oklahoma, K-6.** Oklahoma City, OK: Oklahoma State Deaprtment of Education. 142 pp. ED 214 723

This study unit provides suggested multi-curriculum activities and resources for educators to use as an introduction for all students, Indian and non-Indian.

Johnson, G.; And Others. (1981). **Developing culture curriculum for Native American children: The Rough Rock experience.** Rough Rock, AZ: Navajo Curriculum Center. 29 pp. ED 202 658

The booklet uses narrative and line drawings to outline Rough Rock Demonstration School's process of developing K-12 Navajo language and culture curriculum.

Peterson, B.J. (1981). **Micha-Ko means people: A curriculum guide on the Coast Miwok.** San Francisco, CA: 163 pp. ED 219 213

Intended primarily for elementary school teachers, the guide includes an overview of the goals and objectives of social studies education and their application to an anthropologically based Native American social studies curriculum.

Quarg, P. (1982). **To read or not to read: A parent's guide.** Phoenix, AZ: Affiliation of Arizona Indian Centers, Inc. 14 pp. ED 220 233

The booklet provides suggestions for Indian parents to encourage their children to read and to develop good study habits.

Russell. A.R. (1981). **Game for anything: Multi-cultural games and activities for children.** Edmonton, Alberta: Alberta Association for Young Children. 98 pp. ED 220 249

A collection of Native and newcomer Canadian children's activities and games has been gleaned from various cultural sources for children to benefit from Alberta's diversity of ethnic groups.

Simon-Ailes, S. (1983). **The growing path: Traditional infant activities for Indian children.** 16 pp. (Available from Pueblo Infant Parent Education Project, P.O. Box 788, Bernalillo, NM 87004)

This resource book is designed for professionals and programs concerned with parent education and prevention of developmental delays and disabilities in Indian children.

Simon-Ailes, S., & Aragon, H. (1982). **Voices of our elders: Books for our children.** 35 pp. (Available from Pueblo of Acoma Press, PO Box 449, Pueblo of Acoma, NM 87034)

The guidebook shares the skills needed to collect stories and prepare camera-ready copy for the printer to publish books for children that reflect the lifestyle and traditions of their community.

Stutzman, E. (1981). **The American Indian social studies curriculum activity guide, K-6.** Coos Bay, OR: Coss Bay School District. 240 pp. ED 214 736

A supplement to social studies textbooks, this guide includes activity units covering six major Indian culture areas: Northeast, Southeast, Plains, Southwest, Pacific Northwest, and Alaska.

Where may these materials be obtained?

Titles with ED numbers may be found at you nearest ERIC microfiche collection or copies (microfiche or paper) may be obtained directly from the ERIC Document Reproduction Service, P.O. Box 190, Arlington, VA 22210.

Where may I obtain further information?

More information may be obtained by contacting the Information Specialist for American Indian Education at the ERIC Clearinghouse on Rural Education and Small Schools, New Mexico State University, Box 3AP, Las Cruces, NM 88003-0042. Telephone: (505) 646-2623.

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